

TEACHERS' TURNOVER AND INTENTION TO LEAVE IN PUBLIC
SECONDARY SCHOOLS OF EAST HARARGE ZONE, OROMIA NATIONAL
REGIONAL STATE

By

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Declaration

I here under declare that, this thesis is my original work and has not been presented for a degree in any other University and that all source or materials used for the thesis have been dully acknowledged. This thesis, "Teacher turnover and intention to leave in fifteen selected secondary schools of East Harerghe Zone, Oromia National Regional State " is approved as the original work of Adugna Huluka.

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ABBREVIATIONS AND ACRONYMS

CPD	Continuous Professional Development
EMIS	Educational Management Information System
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
MOE	Ministry of Education
SPSS	Statistical Package for Social Sciences
TEWU	Teachers and Educational Workers union
UNESCO	United Nations Educational Scientific and Cultural Organization

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ABSTRACT

The main purpose of this study was to investigate the status of teachers' turnover and intention to leave, factors that cause teachers' turnover, the relationship between demographic data and causes of teachers' turnover, the possible solutions turnover and intention to leave in public secondary schools of East Hararghe Zone, Oromia National Regional State. To conduct this study, a descriptive survey design method was employed. The data for the study were collected from 347 currently working teachers of 15 sample public schools in the zone. In addition 15 principals of the sample schools were included in the study for interview purpose. The respondents were included in the study by employing purposive sampling to include the principals, and simple random sampling technique was used to select currently working teachers. Questionnaire were prepared using 5-Linkert scale and used to gather information on causes of teachers' turnover and the possible solutions, and interview was also employed to complement the information obtained through Questionnaire. The results of both quantitative and qualitative data analysis showed that inadequate salary, poor working condition, administrative problems, student character and disciplinary problems, low social recognition given to teachers by the society, and un actively participate on continuous professional development were the major factors that aggravate the turnover of teachers and intentions to leave in government secondary schools. Moreover, the data analysis result suggests that improvements in teachers' salary, administrative support, improving working environment of the school, facilitating professional development of teachers and improving the disciplinary problems of students contribute to lower rate of turnover and ultimately enhance the performance of the school. Accordingly, based on the findings of this study it was concluded that age and work experience of teachers play significant role in turnover and intentions to leave in public secondary schools in the study area. In view of this, important recommendations were made to mitigate the problems.

Key terms: Intention to leave, Secondary schools and Teachers turn over

CHAPTER ONE

INTRODUCTION

This chapter deals with the back ground of the study,Statement of the problem,Significance of the study,delimitation of the study, definitions of key terms and organization of the study.

1.1. Background of the Study

Teaching is said to be ‘a noble profession’ indeed it is a noble profession based on its peculiarities of impacting knowledge and training the minds of future leaders.All organizations and institutions, to carry out their activities and achieve their goals and objectives should have human, material and financial resources. Among these resources, the human resource is the most fundamental and decisive asset. This is due to the fact that human resource mobilizes and organizes the other resources to realize the organizational goals and objectives. Thus, proper human resource administration in an organizational set up is a prerequisite to meet intended objectives (Wossenu, 2001). Teachers are the key personnel in an educational system because they play a major role in the delivery of quality education.

As Ayalew (2009) pointed out, teachers play a decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reforms are made all will be of little or no avail without qualified and committed teachers’. Thus, every educational system should strive to attract and retain qualified people and provide them with the best possible working conditions and material incentives that will satisfy their needs. However, for various reasons, teachers leave schools causing staffing problem that affects the quality of education. The subsequent turnover of teachers would lead many school systems to resort to lowering standards to fill teaching openings. This in return results in high number of under- qualified teachers and lower school performance (Ingersoll, 2000).

Turnover occurs when people leave their jobs. There are two components of teachers’ turnover one is when teachers leave the occupation of teaching altogether which is called Attrition. The other is when teachers transfer or move to a different teaching job in another school which is called Migration. However, from the point of view of the school administrators both have the same consequences because there is a decrease in a staff that must be replaced (Ingersoll, 2000).

A number of factors can cause turnover including aspects of the job, the organization, the individual, the labor market and salary (Mantheiand Jackson, 1997, Gomez-Majiaet *al.*, 2003).

The problem of high teacher turnover has its roots in recent history of the development of education system in both the developed and developing countries. According to a study conducted by Ingersoll (2001), in the United States, almost one out of every two new teachers leaves the classroom by the end of five years of teaching. Similarly, African countries are victims of teacher's turnover. In many Sub-Saharan African countries, teachers trained in teaching profession tend to leave teaching. A study conducted by the World Bank revealed that contemporary teacher attrition rates are believed to range between 5 and 30 percent in different countries of Sub-Saharan Africa (World Bank, 2007). For instance, in Ghana, the country's education service (GES) estimated that about 10,000 teachers leave the schools yearly for various reasons (GNAT & TEWU, 2009). Ethiopia, as part of the Sub-Saharan African countries shares the problem of teacher turnover.

Few research findings conducted in different parts of the country indicated that teachers either leave the teaching profession or move from one school to another every year. For instance, in as early as 1953, referring to teachers trainees who graduated from one institution Aklilu (1967) reported a turnover rate of 67% over a nine year period. Likewise recent studies show that teacher turnover is a problem that schools are facing in the country. A Study conducted by Motuma (2006) in Oromia Regional State government secondary schools revealed that the average rate of teacher turnover was 17% in the years 2001- 2004. Similarly Manna and Tesfaye (cited by Darge, 2002) points out that 49% of teachers included in their study were planning to leave the teaching profession.

In recent years, in Ethiopia, the number of schools has been growing rapidly resulting from increasing students' enrollment. For instance, secondary school first cycle (grade 9 & 10) enrolment has grown at 13.6% annual average while secondary schools increased by 14.1 percent (MOE, 2008/09). However shortage of qualified teachers is a problem that the education system is facing mainly in secondary schools. For instance, according to MOE, only 75.2% were qualified to teach at the secondary level (MOE 2008/09). The Ethiopian government is investing large amount of money to expand the education sector by giving emphasis to quality,

equity, accessibility and relevance of education. To this end, Ethiopia has set new educational and training policy in 1994.

After the formulation of the policy, a number of efforts have been made to strengthen the qualification and professional development of teachers, set career structures of teachers to motivate teachers and retain them in the education system. However, the implementation of the policy and investment on education is hindered by teachers' turnover, which increases the shortage of teachers that the country is trying to improve. As recent studies have indicated, in different regions of the country teachers are leaving their schools incessantly (Alazare, 2007; Manna & Tesfaye; 2000; Motuma, 2006; Temesegen, 2005). This is more so both in rural and urban secondary schools. Therefore this study attempted to identify the major causes of teacher turnover in selected government secondary schools of East Hararge zone, Oromia regional state.

1.2. Statement of the Problem

In Ethiopia turnover of teachers at secondary levels is one of the major challenges that schools are facing. Teachers' dropout or brain drain has been an age-old problem in the country (Darge, 2002, p.1). As it was reported by Aklilu (1967) in the 1960s, teachers were leaving the schools of the nation at a faster rate and the school system was losing a large number of its members, which have continued up to these days. Similarly, recent studies show that in Ethiopian school system the turnover of teachers from the classroom has continued. In a study conducted in Gambella Regional State in 2004, the turnover rate of secondary school degree holding teachers was 20% (Temesegen, 2005, p.64).

Another study conducted in Oromia Regional State secondary schools indicates that between the years of 2001-2004 the average rate of turnover was 17% (Motuma, 2006, p.42). As Ingersoll (2001, p.2) explained turnover of teachers reduces the overall effectiveness of the school that leads to the deterioration of quality of learning. Since teachers are crucial to the success of students and the school, continuous turnover of teachers will obviously affect the students achievement and the overall school activity. These days the problem of teacher turnover, are not confined only to remote areas secondary schools only but similar problems exist also, at urban schools also similar problems is exist. The factors that cause teacher turnover at rural and urban secondary schools could not be identical. However, the problem persists. The few researches conducted so far in the area focused only on the rural secondary schools. Hence, there is a need for further research on the issue of turnover that includes both urban and rural

secondary schools. Therefore, this study attempted to find out what major factors influence teacher turnover and intention to leave in fifteen secondary schools in selected public secondary schools in East Hararge Zone. This study attempted to answer the following basic research questions:-

1. What is the current status of teacher turnover and intention to leave in secondary schools of East Hararge Zone, Oromia National Regional State?
2. What factors that cause teachers' turnover and intention to leave in secondary schools of East Hararge zone Oromia National Regional State?
3. What is the relationship of teachers' demographic variables (sex, workexperience, level of education, School categories ,teachers salary and field of specialization) and their turnover intention
4. What possible solutions can help mitigate the problems of teacher turnover and intention to leave?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study was to examine the status of the teachers' turn over and intention to leave, and to investigate the major causes of teachers' turnover and intention to leave in East Hararge Zone secondary schools, Oromia Regional State.

1.3.2 Specific Objectives

The specific objectives of the study were to:

1. To examine the current status of teacher turnover and intention to leave in fifteen selected secondary's of East Hararge zone, Oromia regional state.
2. To investigate the major factors that influence teachers' decisions to leave or stay in the teaching profession in fifteen selected secondary schools of East Hararge Zone, Oromia Reginal State.
3. To identify the relationship of teachers' demographic variables (sex, age, and work experience, level of qualification and field of specialization) and their turnover intention?
4. Explore possible solutions to minimize teacher turnover and intention to leave to in East Hararge Zone, OromiaRegional State

1.4. Significance of the Study

Retaining experienced and qualified teaching staff is a major concern to educational planners and policy makers to realize the educational objectives of the country. Therefore this study may have the following significance:-

- A. To create awareness among education policy makers, educational planners at different levels of education sectors, teachers, school administrators and other concerned bodies for example Societies and different Non-Government organizations (NGOs).
- B. Used to forward possible solutions and suggestions to minimize teacher turnover and increase teachers' retention.
- C. Helpful to motivate educational researchers and scholars to undertake further study on the same title in different areas of the region as well as the country.

1.5. Delimitation of the Study

To make the research process manageable for the researcher, this study was delimited to the following:

The issues of Teachers turnover and intention to leave is a very wider in both primary, secondary and preparatory schools in its scope than what is to be dealt in this study. Since the issue is very critical, the study should include all primary, secondary and preparatory schools in Oromia regional state. However, because of financial and time constraints, wide in geographical location, the researcher decided to delimit the study only to East Hararge zone public secondary schools.

The study was delimited to look major causes of teachers' turnover and intention to leave on fifteen selected secondary schools in East Hararge Zone, Oromia Regional State. Concerning the sample area among the 58 secondary schools in East Hararge Zone 15 of them (Awaday, Kersa, Water, Langey, Kombolcha, Wara Mohammed, Keransa, Fedis, Facatu, Gursum , Awubare, Saqare ,Adele, Ugaz and Chinaksan) was included by using simple random sampling technique. Regarding the respondents secondary school teachers and school principals' included under this study by using simple random sampling techniques and purposive Sampling Techniques. Moreover, the researcher used descriptive survey method to identify the problem from its base to analyses data based on qualitative and quantitative data analysis methods.

1.6. Limitation of the Study

This study was limited by different factors and issues that were listed below.

- First of all the lock down due to pandemic disease COVID-19 limited the process of data collection and on time analysis of the data.
- The study was also limited by shortage of time due to the assignment of the researcher as head of education office at zonal level and made busy by political activities.

1.7. Operational Definition of Terms

Current teachers: represents teachers who are teaching in government secondary Schools during the study.

Secondary school: represents general secondary schools of grade 9 and 10 (The data was gathered before new road map) (according to the 1994 education and training policy of Ethiopia)

Teacher turnover: the process whereby a teacher moves or exits from his /her job Ingersoll, (2001).

Turnover intention: is the individual's perceived probability of permanently leaving the employing organization in the near future (Mobley 1979).

1.8. Organization of the study

This research was organized in to five chapters. The first chapter deals with the problem and its approach. The second was concerned with the review of related literatures while the third chapter deals with the research methodology, issue of validity and reliability. The fourth chapter deals with the Data Presentation, Analysis and discussion and the last chapter was Summary of findings, Conclusion and Recommendations

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Concept of Teachers'-Turnover

The starting point to clearly understand and analyze the concept of teacher turnover, defining and interpreting the term becomes important. Turnover occurs when people leave their job. It is described as the movement of employees out of the organization or any permanent departure beyond organizational boundaries (Crousman, Hampton, & Herman, 2006, p. 1; Rohr & Lynch 1995 cited in Xaba, 2003, p. 287). Employee turnover is a choice made by either employers or employees or both to terminate the employment relationship. Staff turnover that can occur in any organization might be either voluntary or involuntary. Voluntary turnover refers to termination initiated by employees while involuntary turnover is the one in which employee has no choice in the termination as it might be due to long term sickness, death, moving overseas, or employer-initiated termination. (Heneman, 1998). Turnover is referred as an individual's estimated probability that they will stay or not stay in an employing organization (Cotton & Tuttle, 1986). A number of terms have been used for employee turnover, such as quits, attrition, exits, mobility, migration or succession (Morrell et. al, 2004).

Teacher turnover, as defined by Boe, Bobbitt and Cook (1997) is a "generic term for all changes in teacher status from one year to the next". Teacher turnover refers to the departure of teachers from schools and includes movers who change school and leavers who leave teaching altogether (Boe, Bobbit and Cook, 1997; Ingersoll., 2001). Employee turnover can have negative consequence especially if the turnover rate is high because teacher turnover directly impacts student achievement and teaching quality. On the other hand, turnover may not be inherently undesirable the desirability of turnover depends on who is leaving. If the people who are quitting are generally superior performers turnover need to be reduced, but if turnover is greater among poor performers teachers is actually in the best interest of the school. Nevertheless, turnover in excess of 10% has more negative than positive consequence (Tayler, 1998 cited in Dereje, 2007). In generally, the researcher in this study focus on teachers turnover and intension to leave from secondary schools.

2.2. Some Theoretical Perspectives on Teachers'-Turnover

In explaining turnover behavior of employees various researchers advance theories on employee turnover. In this regard Human capital theory of occupational choice provides a theoretical frame for an understanding of some underlying factors that may contribute to an individual's decision to become a teacher, and then, to remain in or leave teaching. The fundamental concept of **human capital theory** of occupational choice is that individuals make systematic assessment of the net monetary and non-monetary benefits from different occupations and make systematic decisions throughout their career to enter, stay, or leave an occupation (Kirby &Grissmer, 1993). This theory basically illustrates the relationships among education and training, migration and the search for a new job in terms of investment and its returns (Becker, 1993; Ehrenberg & Smith, 2003 cited in Cha, 2008, p.17). In short, **human capital theory** posits that individuals make systematic assessments of the benefits and costs of both entering and staying in or leaving the profession. Another theory which explains turnover behavior of employees is **social learning theory** which views turnover as a result of a social learning process. Social learning theory applied to career decisions emphasizes on the interaction of personal characteristics, previous behavior (social learning experience), and environmental determinants Chapman (1984 cited in, Cha, 2008, p.20). Similarly Krumboltz (1979 as cited in Ruhland, 2001) identifies four factors (genetic endowment and special abilities, environmental conditions and events, learning experiences, and task approach skills) that influence the nature of a career decision. The basis for this theory is educational and occupational preference and how these influence career selection.

Genetic endowment and special abilities include gender, race, intelligence, physical characteristics, environmental conditions and events include social, cultural, political or monetary factors, learning experiences includes job training opportunities, technological developments, and training resources and task approach skills includes set of skills, standards, values, work habits, perceptions, emotions, and cognitive process. Thus, individual career decisions are seen as outcomes of a combination of four factors that interact in different ways. Understanding these factors can help answer the question of why individuals change their job. Khatri, Budhwar and Fern's study of employee turnover (1999 cited in Xaba, 2003, p. 288) stated a model that posits three groups of factors as a predictor of turnover. The model integrates demographic factor, uncontrollable factor and controllable factors.

The first factor which is demographic factor includes age, sex, education and tenure; the second factor which is the uncontrollable factor includes perceived alternative employment opportunity and job hopping and the third factor which is the controllable factor includes pay, nature of work, supervision and organizational commitment a source of turnover. Ingersoll (2001, p. 26) draws from theories advocating teacher turnover as a function of ageing and increasing student numbers. He postulates that teacher turnover can be understood by examining the school organizational characteristics and conditions. His exposition asserts that improvement in organizational conditions such as salaries, increased support from the school administration, reduction of student discipline problems and enhanced teacher input in decision-making would all contribute to lower rates of teacher turnover.

The foregoing theoretical exposition of factors influencing turnover seem to confirm that turnover of teachers/employees is a result of different factors relating to the organization job itself, supervision, incentives and rewards, which relate to compensation and recognition, career development, advancement and employment security, poor job performance, which relates to lack of skills, low motivation, bad performance and lack of resources.

Finally, The review of the literature revealed the body of knowledge generated about teacher turnover and intention to leave, focusing on the studies that sought to identify factors associated with turnover and theories that have driven the literature. This study mainly employed theories generally associated human capital theory and social learning theory especially it very related with social learning theory.

The turnover of teachers is a challenge for schools and school administrators in both developed and developing countries. The findings of research in the area revealed that teachers leave or move from their school either to other profession or move from their school for various reasons. Insufficient salary ,poor administrative support, students disciplinary problem and little input in to school decisions are among the most frequently mentioned reasons teachers give for leaving their profession or change their school (Ingersoll,2001). In line with this Chaika (2002) cited in xaba (2003, p.288) advocates the lack of teacher mobility, inadequate induction programs, poor working conditions and a growing salary gap between teachers and other college graduates as sources of teacher turnover.

In general teachers' turnover manifests itself in many ways and it is attributed to many causes. Us different researchers indicates the cause of teachers turnover amounting these may be the same cause anther cause are there but in the selected schools according to the report present from Zonal educational office of Eastern Hararghe there is a high teachers turnover are the .To identify the cause and giving to induct some solution the following possible causes of teachers turnover are used as reference.

2.2.1. Inadequate Salary

In any profession salary and other monetary related benefits are said to be a motivating factor for employees. In other words inadequate salary can create dissatisfaction among employees which may cause some teachers to leave the profession or a particular school because they are dissatisfied with their salaries. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; Bame, 1991; Crousman, Hampton &Herrman, 2006). Research conducted by Bame (1991, p.128) revealed that out of the list of eight reasons the most important factors which drive out teachers from teaching in Ghana; poor salary, lack of opportunity for promotion and low prestige in teaching were ranked to be the first three prominent reasons among which salary ranked first. And according to Bloland's and Selby's (1980) review of the literature, salary appears to be an important factor in the career change of male educators, but not female educators.

Moreover Research findings shows that teachers salary in developing counties and even in developed countries is less than that of equally qualified professionals in other fields of

specialization (Croasmun, Hampton & Herrmann ,2006; Fineman - Nemeser ,1996; Ingersoll, 2001). Although teachers' salaries have improved in recent years, they remain low compared to those of other similarly-educated workers. Thus they leave the teaching career seeking higher paying jobs in other professions (Croasmun, Hampton & Herrmann, 2006, p.3).In Ethiopia the results of research have revealed that the inequality in salary between teachers and non-teachers with similar qualification and service years has been as critical issue for teachers dropout or turnover of teachers (Aklilu, 1967; Seyum, 1992; Getachew, 1999 and Darge, 2002).

On the other hand there is a research finding which indicate that although monetary reward is an important means of satisfying need beyond a certain satisfaction level the amount of compensation is not necessarily as important as non-monetary rewards (Antony,2001, p. 506 cited in Dereje,2007, p. 18).Teachers can have favorable feelings about teaching job on conditions that the following items are fulfilled in order of importance, getting respect, achieving recognition, receiving reinforcement ,taking parts in research endeavors ,being a member of a teaching team, earning grants for curriculum developments ,being encouraged by principals ,parents, colleagues and students Schlechy and Vance (1983, p. 483 cited in Dereje,2007, p.18).

2.2.2. Poor Working Condition

In the literature one reason given for teachers' turnover is poor working condition of the schools (Ingersoll, 2001 &Ingersoll & smith, 2003). Poor working conditions includes inadequate administrative support, heavy work load and inadequate instructional materials, living conditions such as housing and access to medical services and others major areas of dissatisfaction of teaching conditions (Cororen, et al, 1988 and Firestone &Rosenbleum, 1988 as cited in Firestone & panel ,1993, p. 509). Moreover Getachew (1999, p. 20) states poor working conditions such as luck of adequate resource and time to work ,lack of opportunity to participate in decision making on matters of teaching and work load were some of the conditions that interfere with their teaching and which negatively affect their profession.

Teachers have a significant contribution in the education process through implementing the designed curriculum to achieve the desired educational goal. And the successful implementation of the curriculum depends to a large extent on a positive working environment that reinforces

teaching job satisfaction, career commitment and plan to remain in the profession (Weiss, 1999, p.862). Thus having Poor working conditions could lead teachers to develop negative perceptions that could become obstacles which affect teaching and weaker teachers' commitment to their work and their decision to stay or leave their profession or their school. Duffrin (1999, p. 2) cited in Xaba (2003, p. 288) stated poor working conditions as reason for high turnover especially among teachers leaving within the first five years of being in the profession.

Similarly Aklilu (1967, p. 13) in his study of brain drain in elementary schools of Ethiopia stated that teachers have tremendously withdrawn due to unfavorable working conditions in the schools. Although it has been a long time since the study have been done and it's on elementary schools poor working condition is one of the prevalent problem in secondary schools of Ethiopia until this time. Recent studies done in different part of Ethiopia shows poor working condition such as large class size, poor physical condition and poor school facility is among of the frequently mentioned cause for teachers' turnover from a particular school or from their profession (Alazar, 2007; Motuma, 2006; Temesgen, 2005).

2.2.3. Students' Character and Disciplinary Problem

Students' character and disciplinary problem is one mentioned cause for teachers' turnover in different literatures. Students' disciplinary problem can be manifested through disruptive behavior and rowdyism (Dunham 1981 cited in Dereje, 2007, p. 22). The term disruptive refers to a wide range of behavioral problems which includes students who declined to cooperate and do little or none of the class activities and overtly aggressive towards other children and teachers (Getachew, 1999, p.19-20). And rowdyism is a deliberate lateness for lesson, pupil disturbance in the lessons, verbal abuse and refusal to cooperate (Dunham 1981 cited in Dereje, 2007, p. 22). According to Dunham students character and disciplinary problem is one of the major factors leading to teachers' exodus. Some teachers are dissatisfied with students' character and disciplinary problems which enforce them to quit their job or move to different school.

Especially controlling students with disciplinary problem is very difficult for less experienced teachers and this is the major reason that less experienced teachers give for leaving or changing school (Cockburn & T. Hayden, 2004). Studies conducted in different parts of Ethiopia (Alazar, 2007; Darge, 2002; Temesgen, 2005) indicated that students character and disciplinary problem is one of the cause for teachers decision to leave or change their school.

Furthermore as research finding shows the problem of students' character and discipline is worse in urban schools as compared to rural ones. According to Pollack (1979, p. 3) urban high school teachers are nine times more vulnerable to violence than any other group.

2.2.4. Poor Administrative Support

The general purpose of educational administration is to ensure that the school system function properly according to preconceived purpose and plan of action (Prestine and Thurston, 1994, p. 359). The school administrators have responsibility to create conducive working environment for teachers to do the job of teaching. Thus educational officials in different levels should have the quality such as the ability to communicate effectively with teaching staff followed by being supportive, appreciable, fair and consistent (Hutchings et al. as cited in Cockburn and Hayden, 2004, p. 138). Educational administrators should ensure a sense of fairness and efficiency particularly over the matters of posting appointments, promotions and transfer (William, 1979, p. 56). The commitment of the organization to employee can be beneficial because high levels of perceived organizational support increases job satisfaction and decrease turnover. This is because when there is a good administrative support teachers tend to stay in school. In a national study done in the USA Boe, Barkanic et al (1999) cited in Billingsley (2004, p. 45) reported that teachers who stayed in their positions were almost four times more likely to strongly perceive administrators behavior as supportive and encouraging.

On the other hand lack of administrative support can create an environment of helplessness frustration and employee turnover (Singh and Billingsley 1997 cited in NCTAF, 2009). A teacher is more likely to leave teaching or indicate intent to leave in the absence of adequate support from administrators. Unfair and incompetent educational matters create teachers job dissatisfaction and great psychological stress, which facilitate teacher turnover (Getachew, 1999, p. 41). In a study conducted in the United States on urban teachers 25% of those who left teaching identified dissatisfaction with support from central administration and 20% indicate that dissatisfaction with principal support influenced their decision to leave (Billingsley et al., 1995). In Ethiopia recent research findings (Alazar, 2007; Temesgen, 2005) revealed that in different parts of the country administrative problem is one of the cause for teachers to quit their job. For instance Motuma (2006, p. 100) in his study of teachers' turnover in government

secondary schools of Oromia regional state revealed that administrative problems are major reason contributing to teachers' turnover. Motuma pointed out that poor performance evaluation, unnecessary intervention, lack of clear unit of command and unity of direction, unfair power given to school principals and lack of democratic school management were problems that related to administrative problem.

2.2.5. Lack of Teachers' Continuous Professional Development

Individuals increase their knowledge through formal schooling and on the job training which includes professional development programs. Continuous professional development is needed because most teachers have limited preparation in the academic content that students are required to learn and schools are being asked to educate a more diverse student population to higher academic standards than ever in complex and ever changing society which calls for further training (Cha, 2008, p. 31). Thus increasing the content knowledge of current teaching work force require unprecedented level of on the job training. Teachers should get established in service training program for self-fulfillment and professional advancement (UNESCO, 1996, p. 58). Because professional development can provide opportunities for teachers to grow professionally and increase their capacity for effectiveness. Teachers' professional development is a means for increasing professionalism which could have a positive influence on their commitment to and retention in their school and their profession. In a study of teacher attrition in three urban systems Gereston et al (2001) found that professional development had an indirect effect on teachers' intent to leave and a direct influence in their commitment to the profession. In line with this Aklilu (1967) noted in his study many teachers' joined the teaching profession because they believe that it will give them a chance to further education and development. Thus while having a chance to continue professional development may increase their retention, lack of chance for professional development may have effect on teacher decision to leave their school or their profession.

2.2.6. Low Social Status Given to Teaching and Teachers

Status plays an important role in attracting academically equipped and experienced employees and encourages them to remain in the system (Darling-Hammond, 1990, p.278). Teachers must

have a status which is equivalent to their key role in the advancement of education and the significance of their contribution to the development of the individual and the society as a whole. However teaching profession is characterized as low prestige occupation and the desire to enter the profession is mainly the absence of other real alternatives Akaleweled and Jung (1990 as cited in Dereje 2007, p.27). Low social status noted by kyriacu (1989 cited in Getachew, 1999,p.25) refers to teachers perceptions that their profession is held in a low self-esteem by the wider society this is impart reflected by the level of salaries for teachers and how teaching is discussed by the wider society.

It is widely argued in the literature that the status of teachers in most countries has declined drastically during recent decades. As keneddy (1998, p.32) indicated as compared to the very high status of teaching in the past it has now declined to level which can intimidate ones decision to stay in the profession. In Ethiopia as Tesfaye and Demoze (2004, p.51) noted before the 1970's teaching career in Ethiopia had passed through a relatively high status and prestige. The respect they held in the society was very high; teachers were taken as the symbol of knowledge and skill, were respected by their pupil and held in high self-esteem by their community. However over the last few decades the societies respect for teachers and their occupation appeared to have gradually worn out their social status. That teacher as a social and economic group and teaching as a profession is reported to be accorded low socio-economic status in Ethiopia (Tesfaye and Demoze, 2004, p. 51).The society at large has developed low opinion of the teaching profession or to the professionals .And this low social status accorded to teachers by the society is one of the outstanding reason that teachers compelled to leave the profession (Manna and Tesfaye, 2000, pp.5-6). The dissatisfaction of teachers' by the rank attributed to them by the society along with their living standard can lead teachers to quit their job in search of better alternative. As Aklilu (1967) noted several teachers left their job because of the low prestige attached to teaching by parents, government officials and the community at large.

2.2.7. Teachers' Characteristics and Personal Factor

In the literature different research findings have tried to look in to the relationship between teachers' personal characteristics like age, sex, qualification and experience with teachers' turnover.

Age: As research finding shows the age of a teacher is one of the salient predictor of the likelihood of their turnover. According to Ingersoll (2001, p.14) both younger (under30) and older (above 50) teachers are more likely to depart than are middle age teachers. Ingersoll stated that older teachers leave teaching due to retirement and younger teachers tend to leave the profession in search of other opportunities.

Sex: Results of research concerning the relationship of sex with teacher turnover appears to be both complex and inconsistent. Some studies reported that males are more satisfied than females, others however did the opposite and still others reported no such difference.

According to Ingersoll (2001, p.14) male teachers are less likely to leave teaching than females. Similarly Charter (1970, p.450) identified that female teachers remain in teaching less than male teachers. In line with this Motuma (2006, p.101) in his study of causes of turnover in Oromia government secondary school described that male teachers' stay more than female teachers'.

On the contrary Wu &Wu (2001) as cited in Akalewold (2004, p.30) has indicated that higher level of satisfaction is generally found in female teachers. Similarly Manna &Tesfay (2000, p.14) have indicated that female teachers are more likely stay in teaching than male teachers.

Furthermore in another study Bloland& Selby (1980, p.13) investigated that the impact of sex on teachers turnover is minimal. Similarly Chapman & Hutcheson (2001) in Alazar (2007, p.11) have revealed that no significant difference between male and female teachers in leaving or staying in teaching job.

Qualification and Experience: turnover may also be related to teacher qualifications. The most highly qualified teachers may be are the most likely to leave, as they can easily get alternative employment (Macdonald, 1999). Research done by McClure, Weidman, Sharp (1988, p.212) shows that the more qualified teachers' appear to exhibit dissatisfaction with their work as compared to less qualified teachers which can be a cause for turnover. This is because individuals with more education have more options in the job market than less qualified ones. On the other hand (McClure, weidman, sharp, 1988, p.212) indicated that a year of experience in teaching is positively associated with job satisfaction. In their finding the researchers indicate that teachers' turnover is high in first two years of service. On the contrary Manna &Tesfay

(2000, p.16) in their study revealed that the level of qualification and work experience in teaching were not found to be significantly related with decision to stay or leave the teaching profession.

School Characteristics

Turnover studies in education have linked teacher turnover to school characteristics such as school level, region, and type.

School level: different research findings have shown that there is a relationship between a school's level (elementary, middle or high school) and teacher turnover (Murnane et al., 1991; Shin, 1995; Weiss, 1999, cited in Cha, 2008, p.35). Weiss (1999) found that while middle school teachers had lower morale than teachers in elementary or high schools, high school teachers were more likely than their middle or elementary school counterparts to say that they planned to leave the profession. Moreover, high school teachers report lower levels of satisfaction than do elementary school teachers Perie and Baker (1997, cited in Cha, 2008, p.35).

School Type: in the literature different researches has shown that there is a relationship between school type and teachers turnover. In analyses of teacher turnover in National studies conducted in the United States including both private and public school teachers have shown that private school teachers, exhibit higher turnover rates than do public school teachers (Ingersoll, 2001).

School Region: different research findings have shown that rate of teachers turnover vary in relation to the region which the school is found. In a research conducted by Smith & Ingersoll (2004) the highest teacher turnover rates have been seen at urban schools in high poverty areas. Similarly, Ingersoll (2001) found that teacher turnover is least likely in rural public schools. On the contrary according to Rust and Dalin (1990), cited in World Bank report (2007, p.14) noted that qualified teachers are often reluctant to stay in rural settings. Similarly in Ghana, over 80 percent of teachers said they preferred to teach in urban schools Akyeampong and Lewin (2002,cited in World Bank report, 2007, p.12).

2.3. Managing Teachers Turnover

Teaching is an incredibly challenging profession and the need for qualified, effective, and passionate teachers continues to increase. And in order to fill the schools with qualified teachers in addition to recruiting new qualified teachers minimizing turnover rate and retaining teacher is very important. Although some teacher turnover from schools may be unavoidable, normal, and even beneficial, high rates of turnover are of concern because they may indicate underlying problems and because in and of themselves, they can disrupt the effectiveness of the school program. Thus In today's unstable marketplace, retaining the most talented teachers become important to ensure the schools strength and effectiveness. It's more important than ever to put strategies in place to avoid the overarching costs of teacher turnover causes, and keep skilled, high-level teachers motivated. Ingersoll (2001) revealed that teacher recruitment programs traditionally common in the policy area would not solve the staffing problems of the schools if they do not also address the organizational sources of low teacher retention.

These different retention mechanisms should be devised to increase teachers' retention. In this regard Cockburn and Haydon (2004) suggested that turnover may be reduced through reduction of class size, more learning support assistant, better resourcefor teaching, recognition and facilitating more in-service training. In line to this killan (1976), cited in Motuma (2006, p.41) has stated that turnover could be minimized through: Improving and monitoring leadership and supervisory skill, Initiating team work among employees, implementing fair and equitable compensation system, Building individual confidence, Encourage freedom to discuss about turnover of employees, Provide a definite salary scale comparable to other government departments and private agencies, Improve selection, evaluation, preparation and appointment of educational leaders, Improving work conditions of the school and introduces and propagates teachers'importance through radio, newspaper and other appropriate media for moral encouragement.

2.4. Intension to Leave

Turnover intention is an employee's personal estimated probability that he or she has a deliberate intent to leaving the organization lastingly in near future. An employee who are considering and

thinking to quite a job refers employee turnover intention (Firth et al., 2004). Turnover has negative effects on productivity, product and service quality, and profitability. It incurs high cost and difficult to find and hire new skilled employee (Boyens, 2007). According to Cappelli (2008) retaining valuable employees has been very difficult for much organization. Most often, turnover intention is resulting to actual quitting behavior (Jha, 2014).

Intention of secondary school teachers to leave the teaching profession is found also in developed countries such as US and UK. According to various studies conducted by scholars in these countries. Ingersoll (2001) draws from theories advocating teacher turnover as a function of ageing and increasing student numbers. The researcher postulates that teacher turnover can be understood by examining the school organization characteristics and conditions.

Smithers and Robson (2003) did a research in United Kingdom on factors affecting teachers' decision to leave teaching profession and reveals five responsible factors. These are workload, new challenge, school situation, salary and personal circumstances. Of these factors, salary has the least influence on teachers' decision to leave the profession while workload is the most influencing factor. In their findings, it was realized that, for every 100 individuals entering teacher training and due were to complete training in 1998 only 88 did so and 53 of the 100 individuals were likely to remain in teaching after three years in England. A similar study was done by Johnson, (2002) and found similar results.

Torres, (2014) also found that workload is one of the most factors affecting teachers' decision to leave the teaching profession in Washington DC; it was revealed that, about 1 out of 3 teachers, who rated their workload unmanageable, do leave the profession. Studies in developed countries indicate that, the most influencing factors for teachers' turnover are more environmental than salaries.

In a qualitative study conducted in 2010 on early career teachers' quit intentions: implications for teacher education, the focus was on identifying the factors contributing to teacher quit intentions. A sample of 308 early career teachers belonging to secondary and preparatory schools was drawn from Addis Ababa, Ethiopia. In their findings, 53 percent (164 teachers) showed high 2 teachers) showed low quit intentions. Males had a six-fold as compared to females with both low

and high intentions at 37 and 141 to 5 and 23 teachers respectively. The teacher quit intentions by qualifications was seen to be high among grandaunts at 145 (38 per cent) and low among post- grandaunts, 4 (1.1percent). While low intentions to quit still was dominated by grandaunts 35 (11.4percent) and least intention to quit was still the post grandaunts at 1 (0.32percent). The study further found out that only four independent variables as significant predictors of quit intentions namely; choice satisfaction, other job opportunities, perceived status and self accountability respectively. The study concluded that providing freedom of choice at entry level to the teacher profession coupled with enhancing rigout pre-service education would decrease the high teacher quit intentions (Mohan, 2010).Unrealistic expectations of teachers are also important personal factors which contribute to turnover. Many people keep unrealistic expectations from institutions when they join. When these unrealistic expectations are not realized, the teachers become disappointed and they quit. Several researchers have argued that organizational factors are also the predominant influence on teacher turnover intentions (Cross et al. 1989). For example, it has been said that teachers base their decision to leave or stay with a school on the perception of various features of the work environment (Buckley et al. 2005).

CHAPTER THREE

RESEARCH DESIGN AND METHDOLOGY

The main purpose of this study was investigated the Major Causes of Teachers' Turnover and Intension to leave: In the case of Selected Secondary Schools of East Hararge Zone, Oromia Regional State. To this effect, the method of the research employed research design, method of the study, the study site and population, sample size and sampling techniques, procedures of data collection, instruments, method of data analysis and interpretation, validity and reliability checks.

3.1. Research Design

The purpose of this study was to investigate the Major Causes of Teachers' Turnover and intension to leave in Selected Secondary Schools of East Hararge Zone, Oromia Regional State. The study was designed to using descriptive survey method because, descriptive survey design attempts to find out the present position of the phenomena and involves description, recording, analyzing and interpreting conditions that exist currently. It enables to collect sufficient data from different areas of secondary schools of respondents from fifteen schools of Eastern Harareghe Zone, Oromia Region Supporting this, Keeves (1990) in Tewodros 2006) :- state that descriptive survey design of research is a fact finding study with adequate and accurate interpretations of the findings. Thus, descriptive survey design was used in this study.

Therefore, Descriptive survey methodology was suitable to conduct this study. Descriptive survey was preferred than other method as it enables to make investigation with narration of events, comparison and drawing conclusion about the Major Causes of Teachers' Turnover and intension related.

3.2. Research Method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). To realize this purpose the researcher employed both quantitative and qualitative (QUAN-qual) methods. Quantitative method was employed to collect and analyze data for the generalization of the results. It also provided more comprehensive answers to the

basic research questions (Creswell, 2012).The qualitative method was employed as a supplementary to the study with the information gained by interview.

3.3. Data Source

To get valid and reliable information, the use of appropriate data sources is vital. Therefore, two sources of data (primary and secondary) sources of data were employed for the purpose of this study .

3.3.1. Primary Source of Data

Primary sources of data for this study were secondary schools' teachers and principals.

3.3.2.Secondary Source of Data

The secondary source of data was different written documents such as teachers' statistics data from EMIS, and other written reports (such as educational performance analysis report, annual reports and brochures) were used.

3.4. Population, Sample Size and Sampling Techniques

Eastern Hararghe Zone is one of the Zones in Oromia Regional State with 24 woredas and it is found in the Eastern part of Ethiopia. Harar is Zonal capital city and is located 525 kms away from Addis Ababa.

These Woredas are(four of them are town administrative,five of them are pastorals and where as fifteen are highlands) and in 2010 E.C Eastern Hararghe Zone has 58 secondary schools 56 of government and 2 of them are Private Schools. This study was depending on Zonal report they selected purposively Seven Woredas these most of the time highly teachers turnover were there. Then after, selected Woredas the researcher select fifteen schools by using simple sampling from selected woredas.The selected woredas have fifteen secondary schools.Those fifteen secondary schools were (Awaday, Kersa, Water, Langey,Kombolcha,Wara Mohammed,Keransa, Fedis,Facatu,Gursum,Awubare, Sakare ,Adele, Ugazand Chinaksen) selected.

The population of the study was included; Secondary school teachers and the principals, of secondary schools. Concerning the respondents out of 370 teachers 347 of them was included to the study by using simple random sampling (lottery method) techniques. Regarding the school

principals 15 of them will be included by using purposive sampling techniques. The following table shows in detail.

Table 1a: Sample of the Study

No	Name of The school	Population type	No of population	Sample taken	Sampling technique used
1	Awaday School	Secondary Teachers	35	32	Simple Random Sampling techniques
		Principals	1	1	purposive sampling techniques
2	Chinaksan School	Secondary Teachers	24	23	Simple Random Sampling techniques
		Principals	1	1	purposive sampling techniques
3	Fedis Secondary School	Teachers	22	21	Simple Random Sampling techniques
		Principals	1	1	purposive sampling techniques
4	Fachatu School	Secondary Teachers	14	14	Simple Random Sampling techniques
		Principals	1	1	purposive sampling techniques
5	Kombolcha School	Secondary Teachers	48	43	Simple Random Sampling techniques
		Principals	1	1	purposive sampling techniques

Table 1b: Sample of the Study

No	Name of the school	The Population part	No of population	Sample taken	Sample technique used
6	WarraMahammed Secondary School	Teachers	25	24	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
7	Keransa Secondary School	Teachers	15	14	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
8	Kersa Secondary School	Teachers	30	28	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
9	Water Secondary School	Teachers	22	21	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
10	Langey Secondary School	Teachers	20	19	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
11	Gursum Secondary schools	Teachers	43	39	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
12	Awubare Secondary School	Teachers	18	17	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
13	Sakare Secondary School	Teachers	12	12	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
14	Adele Secondary schools	Teachers	30	28	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
15	Ugaz Secondary schools	Teachers	12	12	Simple Random Sampling techniques
		Principals	1	1	purposive sampling technique
TOTAL			385	362	

➤ *Source: East Hararge Zone Education office, 2018*

$$n = \frac{N}{1+N(e)^2} \text{ (Yemane, 1967)}$$

Where: n =sample size,

N= population size,

e= confidence interval (Slovin, 1960). The researcher use this formula for determining Sample size

Among fifteen schools all principal selected through purposive sampling technique The purpose of selecting these principals were to get more critical information about the Teachers turnover and intention to leave In EasternHaragrhe Zone,Oromia Regional State and also they know more information's due to their current position in Schools.

3.5. Data Gathering Tools

The relevant and important data for the research study was collected through questionnaire and interview.

3.5.1. Questionnaire

For the purpose of the study, 5-Likert scale questionnaire was prepared. The questionnaire was a better tool to cover large number of population and it has more clarity. Generally, by considering the advantage of questionnaires low cost large coverage the frequent usage, greater validity and rapidly usage it was used for the purpose this study. Therefore, a questionnaire contained 30 items of Likert scale type and 10 non Likert scale items. The questionnaire was prepared in English. 362 were the total number of teachers and principals. That means the numbers of teachers were 347 and 15 were principals. Then for the 347 respondents the questionnaire was distributed and collected back. .

3.5.2. Interview

Since the meaning of interview is the interaction between the interviewer and interview to elicit the desired data, the secretarial approach of talked and take for this study; this tool was used. Therefore, semi-structured interview was conducted with 15 school principals of the sample schools. The researcher was interviewer and it was conducted in English and Afan Oromo simultaneously. The researcher managed only focusing on agenda.

3.6. Checking of Validity and Reliability of Instruments

Moreover, before the final questionnaire was distributed to the respondents, the instrument was pilot tested. From 4 secondary schools out of the sampled ones 20 teachers were selected as respondents of the questionnaire. The Cronbach alpha reliability analysis was calculated for the questionnaires and appropriate adjustments were made before the distribution of the 347 questionnaires. The calculated Cronbach alpha resulted 0.72. Test results of 0.65 and above are reliable for attitude, opinion, and perception question items (Yalew, 2011). Supporting this, George and Mallery (2003) and Cohen, et al. (2007) also suggest that, the Cronbach's alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, <0.6 questionable, <0.5 poor. Accordingly, the reliability test disclosed that the questionnaire which was tried out by pilot study has a good reliability. Generally, It was help the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions.

3.7. Methods of Data Analysis

In this study based on the nature of the research questions and collected data, quantitative and qualitative method of data analysis was used. The quantitative data collected from teachers through questionnaires was analyzed using SPSS version 22. The quantitative data were analyzed by employing both descriptive and inferential statistics. Thus, frequency percentage and chi-square were used in the study. The qualitative data obtained through interviews were analyzed qualitatively and were incorporated in to the analysis to supplement and substantiate the data secured through questionnaire. In this study the alpha was set at 0.05.

3.8. Ethical Considerations

The researcher should have the necessary ethics when conducting the research, because ethics is very important while research work. To convince the respondents the researcher should be show good behavior. These include being free from abuse like drug, drinking alcohol and etc. He/she was also expected to respect social norms and give value for the respondents. As plagiarism causes harsh punishment the researcher should be free from plagiarism. In addition to this the researcher should respect and accept all the correction and comment which was given by advisor.

There were certain principles which the researcher follows while he/she contacts the respondents. The researcher was contact the respondents through the woreda education office. For this the questionnaire designed to identify the problem which was distributed after getting

permission from the respondents. Moreover, the cover page of the questionnaire wasadequate information as to the purpose of the study and the procedures to be followed in filling out the questionnaire were clearly indicated.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1. Introduction

This chapter presents data collected from the field, analysis, presentation and interpretation of the findings of the study. The main objective of this research was to analyze the current status, the main causes, demographic relationship of teachers' turnover and intention to leave also the solution strategic to retentions teachers in their professions.

The researcher tried to analyze the data obtained from the participants through questionnaire and interview. The questionnaire was prepared for currently working teachers in sample schools. Out of the total 347 copies of questionnaire distributed all teachers properly filled and returned. The researcher was a zonal education office head help them to returned. Additionally, the interviewees were from Secondary school principals and they were forwarded many information from their experience.

4.2. Current status of teachers turnover

Table 2:Trends of teachers' turnover in fifteen secondary schools

No	Name of school	2009 E.C			2010 E.C			2011 E.C		
		Total teacher at work	Leave	%	Total teacher at work	Leave	%	Total teacher at work	Leave	%
1	Fechatu	12	2	16.6	14	3	21.4	14	3	21.43
2	Boko	21	2	9.5	22	2	9.1	22	2	9.09
4	Gursum	40	1	2.5	43	2	4.7	41	2	4.88
5	Awubare	16	1	6.2	18	2	11.1	19	2	10.53
6	Cinaksen	22	4	18.1	24	5	20.8	25	4	16.00
7	Adele	27	1	3.7	30	2	6.7	30	2	6.67
8	Ugaz	11	1	9.1	12	2	16.7	13	1	7.69
9	Aweday	31	2	6.4	35	2	5.7	45	2	4.44
10	Kerensa	12	1	8.3	15	3	20.0	17	3	17.6
11	Kombolcha	44	2	4.5	48	3	6.3	53	3	5.6
12	Warra Mohammed	23	1	4.3	25	2	8.0	26	3	11.5
13	Langey	18	1	5.5	20	2	10.0	21	1	4.7
14	Kersa	27	2	7.4	30	3	10.0	32	3	9.3
14	Water	19	2	10.5	22	3	13.6	23	3	13.0
15	Sakare	10	2	20.0	12	3	25.0	12	2	16.6
Total in the fifteen Schools		M 298	22	7.4	323	32	9.9	340	30	8.8
		F 35	3	8.6	47	7	14.9	53	6	11.3
		T 333	25	7.5	370	39	10.5	393	36	9.2

Source: Form interview of the principles of each school

As indicated in table 2, the researcherried to compilethe trends of three years (2009,2010,2011E.C) teachers turnover in each sample schools from the interviews of principals and EMIS of Eastern Hararghe Zonal education office. As can be seen from the above table the rates of turnover were near to the same. For example in academic year of 2009 from total

teachers in the fifteen schools that means 333 teachers (male 298 and female 35) from which 22 male(7.4% ,3 female 8.6%) and total 25(7.5%) were left their professions for different reasons. Also there was no more gap between the male and female teachers regarding turnover. Moreover, in the year 2010 E.C the total number of teachers in the fifteen schools were 370 (male 323 and female 47) among those 39(10.5% male and 32,9.9% female 7,14.9%) departure from their schools.

Additionally, in 2011 E.C academic year the total teachers were 393 (male 340 and female 53) as we seen from above 36(9.3%, male 30,8.8% and female 6,11.3%) were left the school.

When the researcher analysis from fifteen schools the highest teachers left their professions and what was the reasons behind that for example in Sekere and Fechatu from the total teachers 2009 to 2011 respectively 20%,25% and 16.6% and 16.6%,21.4% and 21.4% departure from teaching learning processes.

Table 3: The current status of teachers' intention to leave in the teaching professions.

No	Name of school	Total Numbers of teachers			Current intention to leave			
		M	F	Total	M	F	Total	%
1	Facatu	14	0	14	13	0	13	92.9
2	Boko	21	1	22	11	1	12	54.5
3	Gursum	40	3	43	27	6	33	76.7
4	Awubare	17	1	18	15	1	16	88.9
5	Cinaksen	22	2	24	5	0	5	20.8
6	Adele	22	8	30	8	1	9	30.0
7	Ugaz	12	0	12	3	1	4	33.3
8	Aweday	27	8	35	13	1	14	40.0
9	Kerensa	12	3	15	8	0	8	53.3
10	Kombolcha	39	9	48	15	1	16	33.3
11	Waramohammed	23	2	25	11	1	12	48.0
12	Langey	19	1	20	9	3	12	60.0
13	Kersa	26	4	30	11	1	12	40.0
14	Water	19	3	22	11	2	13	59.1
15	Saqare	10	2	12	9	2	11	91.7
	Total	323	47	370	169	21	190	51.4

As can be seen in the above table 3, the researcher analyzed how much of the teachers wanted to leave their professions when they have got another chance. As we can see from the above table among 370 teachers 190 (51.4%) that means most of the teachers wanted to leave the schools. For example in Fechatu and Sekere schools from the total teachers 92.9% and 91.7% respectively they planned to depart their professions. This indicates that most of the teachers were not interested to stay in the schools. If they have got another chance half of them will leave their professions.

4.3. Causes of Teachers Turnover and Intention to Leave

Table 4: Inadequate Salary

No	Items	NR	SA		A		UD		DA		SDA	
			F	%	F	%	F	%	F	%	F	%
1	Inadequate salary	347	221	63.7	44	12.7	25	7.2	25	7.2	32	9.2
2	Salary increment	347	193	55.6	59	17	30	8.6	33	9.5	32	9.2
3	Insufficient income to meet their financial obligation	347	208	59.9	58	16.7	24	6.9	21	6.1	36	10.4
4	The teacher career structure and salary scale	347	113	32.6	90	25.9	60	17.3	39	11.2	45	13.0
Total		347	184	53	63	18.1	35	10	30	8.5	36	10.4

Key: NR=Number of respondents, SA=Strongly agree,A=Agree, UD=Undecided, D=Disagree, SDA=Strongly disagree,f=frequency

According to the above table 4, 221 (63.7%) respondents responded that there was inadequate teaching salary. Similarly, 193 (55.6%) and 208 (59.9%) respondents responded that there was inadequate salary increment and insufficient income to meet their financial obligation respectively. Generally, 247 (71.1%) respondents positively (strongly agreed and agreed) responded that inadequate salary and related factors were causes for teachers turnover and intentions to leave the profession. Therefore, inadequate salary and the related problems were causes of teachers' turnover and intentions to leave the profession in the secondary schools of the study area.

The teachers' income is insufficient to meet their financial needs to support their family and 59.9% respondents currently working in public secondary schools responded strongly agree. The same to that teacher career structure and salary wouldn't help teacher to be motivated and retained in the teaching profession.

In general from the above data in the table 4 all of the items that were listed to measure inadequate salary were a cause of teachers turnover.

Table 5: Poor Work Condition

No	Items	NR	SA		A		UD		DA		SDA	
			F	%	f	%	F	%	F	%	f	%
1	Inadequate instructional materials	347	111	32.0	70	20.2	83	23.9	47	13.5	36	10.4
2	Poor Classroom conditions	347	115	33.1	79	22.8	44	12.7	64	18.4	45	13.0
3	High workload	347	107	30.8	75	21.6	50	14.4	65	18.7	50	14.4
4	Large class size	347	87	25.1	74	21.3	50	14.4	68	19.6	68	19.6
	Total	347	184	53	63	18.1	35	10	30	8.5	36	10.4

Key: NR=Number of respondents, SA=Strongly agree ,A=Agree, UD=Undecided, D=Disagree ,SDA=Strongly disagree ,f=frequency

As stated in table 5, 194 (55.9%) respondents responded positively that there were poor class room conditions. Similarly, 181(52,2%) and 182 (52.4%) respondents responded positively that there was inadequate instructional materials and high workload respectively. Generally, 247 (71.1%) respondents positively (strongly agreed and agreed) responded that poor work conditions and related factors were causes for teachers turnover and intentions to leave the profession. Accordingly, poor work conditions and the related problems were causes of teachers' turnover and intensions to leave the profession in the secondary schools of the study area.

To deliver high quality education,schools must attract develop ,and retain effective teachers.Working conditions play an important role in a school's ability to do so.

The items of measuring poor working conditions not only the discussed in this study but it's includes staffroom, staff lounge , harsh climate and etc. The reasurcher discussed in his study only the major one .

Table 6: Poor administrative support

No	Items	NR	SA		A		UD		DA		SDA	
			F	%	f	%	F	%	F	%	f	%
1	Insufficient school management support	347	60	17.3	83	23.9	89	25.6	63	18.2	52	15.0
2	Unfair promotion opportunity	347	90	25.9	92	26.5	62	17.9	56	16.1	47	13.5
3	Absence of participatory decision making	347	60	17.3	86	24.8	79	22.8	65	18.7	57	16.4
4	Unfair treatment of teachers by school principals	347	63	18.2	75	21.6	84	24.2	65	18.7	60	17.3
5	Delays in career structure and salary adjustments	347	108	31.1	83	23.9	55	15.9	67	19.3	34	9.8
6	Teachers' performance evaluation is not fair	347	74	21.3	94	27.1	65	18.7	56	16.1	58	16.7
	Total	347	76	22	85	24.4	71	20.4	63	18.2	52	15.1

Key: NR=Number of respondents, SA=Strongly agree,A=Agree, UD=Undecided, D=Disagree SDA=Strongly disagree,f=frequency

The above table 6, indicate that 191 (55%) respondents positively answered that there was delays in career structure and salary adjustments. Similarly, 182 (52.4%) and 168 (48.4%) respondents responded that there was unfair promotion opportunity and unfair teachers performance evaluation respectively. Generally, 161 (46.4%) respondents positively (strongly agreed and agreed) responded that poor administrative support was causes for teachers turnover and intentions to leave the profession. Therefore, poor administrative support and the related problems were causes of teachers' turnover and intensions to leave the profession in the secondary schools of the study area.

Table 7: Student Character and disciplinary problem

No	Items	NR	SA		A		UD		DA		SDA	
			F	%	f	%	F	%	F	%	f	%
1	Students disciplinary problems frustrate teachers	347	80	23.1	90	25.9	68	19.6	61	17.6	48	13.8
2	Physical violence against teachers from students	347	63	18.2	80	23.1	68	19.6	58	16.7	78	22.5
3	Students' disregard for doing homework	347	75	21.6	71	20.5	43	12.4	88	25.4	70	20.2
4	Students cheating during examination	347	99	28.5	73	21	43	12.4	51	14.7	81	23.3
5	Total	347	79	22.8	79	22.6	56	16	65	18.6	69	20

Key: NR=Number of respondents, SA=strongly agree,A=Agree, UD=Undecided, D=Disagree, SDA=strongly disagree,f=frequency

The above table 7, show that 172 (49.5%) and 170 (49%) of the respondents responded positively as students cheating on examination and frustration of teachers due to students' disciplinary problem were respectively causes of the turnover and intention to leave. Moreover, 146 (42.1%) of the respondents strongly agreed and agreed that students' disregard of doing homework was also a cause for the turnover and intention. Accordingly, the majority of the respondents positively agreed on the factors related to students' character and disciplinary problem as causes for teachers' turnover and intention to leave job in the study area.

Table 8: Low Social Recognition given to teachers

No	Items	NR	SA		A		UD		DA		SDA	
			F	%	F	%	F	%	F	%	f	%
1	Teaching has low socio-economic status in general	347	154	44.4	56	16.1	48	13.8	44	12.7	45	13.0
2	Low socio-economic status compared to other Professions	347	158	45.5	66	19	40	11.5	37	10.7	46	13.3
3	Lack of recognition & respect from other Professionals	347	117	33.7	74	21.3	61	17.6	38	11.0	57	16.4
4	Lack of recognition & respect from students & parents	347	118	34.0	77	22.2	66	19.0	47	13.5	39	11.2
5	Low level of recognition from government officials	347	129	37.2	71	20.5	63	18.2	42	12.1	42	12.1
	Total	347	131	37.6	72	20.7	58	16.6	41	11.8	46	13.3

Key: NR=Number of respondents, SA=Strongly agree,A=Agree, UD=Undecided, D=Disagree,SDA=Strongly disagree,f=frequency

The above table8, show that 210 (60.5%) the respondents responded positively as teaching profession has low socio-economic status in the society and this also causes of the turnover and intention to leave. Moreover, 224 (64.5%) of the respondents strongly agreed and agreed that the low socio-economic status when compared to other professions was also a cause for the turnover and intention. Accordingly, the 202 (58.3%) of the respondents positively agreed on the factors related to low social recognition give to teachers as causes for teachers turnover and intention to leave job in the study area.

Table 9: Low Opportunities for continuous professional Development

No	Items	NR	SA		A		UD		DA		SDA	
			F	%	F	%	F	%	F	%	f	%
1	Opportunity for CPD is minimum	347	116	33.4	71	20.5	57	16.4	49	14.1	54	15.6
2	Teachers' didn't actively participate in CPD	347	131	37.8	34	9.8	58	16.7	70	20.2	54	15.6
	Total	347	127	36.5	62	17.9	59	17	51	14.6	49	14.1

Key:NR=Number of respondents, SA=Strongly agree ,A=Agree, UD=Undecided, D=Disagree ,SDA=Strongly disagree ,f=frequency, CPD= Continues professional

Table 9, also indicate that 187 (53.9%) of the respondents answered that there was minimum or low opportunity given for continuous professional development and this leads to teachers' turnover and intention to leave the profession. At the same time 175 (47.6%) of the respondents positively agreed that there were teachers' didn't actively participate in continuous professional development. Generally, 189 (54.4%) of the respondents strongly agreed and agreed that there was low opportunities given to continuous professional development and this was one of the causes for teachers' turnover and intention to leave the profession.

According to the descriptive statistics results of table 2 to table 9, the major and possible causes of teachers turn over and intention to leave the profession in the study area were inadequate salary, poor work condition, poor administrative support, characters and discipline of students, low social recognition given to teachers and didn't actively participate in continuous professional development.

4.4. Relationship Between Demographic Data and Teachers Turnover and Intention To Leave

Studies have shown that personal characteristics of teachers have relation with teachers' turnover. In this study, in order to see whether demographic characteristics of teachers have relation with turnover, current public secondary school teachers were asked about their intention to stay or leave their current teaching job. The findings of the study on the teachers' intention to stay or leave their current teaching job and its relationship with demographic

Table 10: Relationship between demographic data and the decision of teachers to stay or to leave

Demographic Characteristics		The Decision to Stay or Leave										
		Number of respondents		Stay				leave		undecided		P-Value
		f	%	f	%	F	%	f	%			
Sex	Male	303	87.3	116	33.4	169	48.7	18	5.2	0.001	0.20	346
	Female	44	12.7	20	5.8	21	6.1	3	0.9			
	Total	347	100	136	39.2	190	54.8	21	6.1			
work experience	<5 years	122	35.2	55	15.9	58	16.7	9	2.6	0.03	0.64	346
	5-10 years	105	30.3	29	8.4	68	19.6	8	2.3			
	11-20 years	73	21.0	28	8.1	43	12.4	2	0.6			
	> 20 years	47	13.5	24	6.9	21	6.1	2	0.6			
	Total	347	100	136	39.2	190	54.8	21	6.1			
Field of study	N.science	187	53.9	74	21.3	101	29.1	12	3.5	0.02	0.74	346
	S.science	160	46.1	62	17.9	89	25.6	6	1.7			
	Total	347	100	136	39.2	190	54.8	18	5.2			
Educational level	Dippiloma	23	6.6	5	1.44	17	4.9	1	0.3	0.04	0.43	346
	Degree	315	90.8	125	36.02	170	49.0	17	4.9			
	MA/MSc	9	2.6	6	1.73	3	0.9	0	0			
	Total	347	100	136	39.1	190	54.8	18	5.2			
School catagories	Rular	93	26.8	25	7.2	64	18.4	4	1.2	0.03	0.18	346
	Urban	254	73.2	111	32.0	126	36.3	17	4.9			
	Total	347	100	136	39.2	190	54.8	21	6.1			
Teachers salary	< 4000	139	40.1	53	15.3	74	21.3	12	3.5	0.02	0.15	346
	4001-5000	127	36.6	47	13.5	73	21.0	7	2.0			
	5001-6000	44	12.6	14	4.0	29	8.4	1	0.3			
	> 6000	37	10.6	22	6.3	14	4.0	1	0.3			
	Total	347	100	136	39.2	190	54.8	21	6.1			

The summary result in table 10, revealed that out of the total 347 currently working teacher respondents, 169 (48.7%) male and 21 (6.1%) female responded that they would prefer to leave teaching, 116 (33.4%) male and 20 (5.8%) female said that they don't have any intention to leave while 18 (5.2%) male and 3 (0.9%) of female teachers were undecided about their future career intention. Regarding those who plan to leave teaching, the major reason they give for their intention were mostly the inadequate salary that they got from teaching job which as they said is not enough to support themselves and their family. Moreover, administrative problems and the status the society gave for teachers were the reasons mentioned by these teachers. Those teachers who have a career plan to stay in teaching expressed the reason for their plan to stay as a teacher is because they are interested in teaching profession and they got satisfaction from the job in spite of the inadequate salary they get. To see whether sex of teachers has relationship with turnover intention, chi -square was computed. The result indicate that there is statistically significant relationship between teachers sex and turnover intention ($\chi^2(346) = 0.20 < p = 0.001$).

with regards to work experience it is presented it table 10, currently working teachers respondents were grouped in to four work experience groups. Accordingly, out of the total current teacher respondents participated in the study, 35.2% below 5 years old, 30.3% between 5-10 years old, 21% were between 11-20 and the remaine 13.3% were above 20 years old .The majority of teachers found in the four work experience groups have a plane to leave their job. In order to see whether work experience of teachers has relationship with turnover intention chi-square was computed. The result indicates that there is statistically significant relationship between teachers work experience and turnover intention ($\chi^2(346) = 0.64, p < 0.03$)

With regards to teachers' field of teaching, currently working teachers were grouped in to two fields; natural science and social science. Accordingly, out of the total currently working teachers participated in the study, 53.9 % were natural science majors and 46.1 % were social science majors. As shown in Table 10, the majority of teachers found in both fields have a plan to leave their job in the near future. In order to see whether teachers field of teaching has relationship with turnover intention chi-square was computed. The result indicate that there is statistically significant relationship between teachers field of teaching and turnover intention ($\chi^2(346) = 0.74, p < 0.02$).

With regards to teachers educational level, currently working teachers were grouped in to three levels of qualification. Accordingly, out of the total currently working teachers participated in the study, 6.6 % were Diploma holders, 90.8 % were Degree holders and 2.6 % were MA holders. The majority of teachers found in all levels of qualification have a plan to leave their job whenever they got the chance. In order to see whether teachers field of teaching have relationship with turnover intention chi -square was computed. The result indicate that there is statistically significant relationship between teachers educational level and turnover intention ($\chi^2(346) = 0.43, p < 0.04$)

With regards to school categories teachers' to currently working were grouped in to two school categories; urban and rular. Accordingly, out of the total currently working teachers participated, 26.8 % were rular and 73.2 % were urban .As shown in table 11,the majority of teachers found in the both school categories have a plan to leave their job in the near future.In order to see whether teachers rular or urban of teaching have relationship with turnover intention chi-square was computed.The result indicate that there is statistically significant relationship between school categories of teachers of teaching and turnover intention($\chi^2(346) = 0.18, p < 0.03$).

with regards to teachers salary it is presented it table 10,currenty working teachers respondents were grouped in to four teachers salary groups. Accordingly,out of the total current teacher respondents participated in the study,40.1% were earned monthly below 4000 Ethiopian berr. ,36.6 % were earned monthly between 4001-5000 Ethiopian berr. 12.6% were earned monthly between 5001-6000 Ethiopian berr.and the remaine 10.6 % were earned monthly above 6000 Ethiopian berr.The majority of teachers found in the four teachers salary groups have a plane to

leave their job. In order to see whether teachers salary has relationship with turnover intention chi-square was computed. The result indicates that there is statistically significant relationship between teachers salary and turnover intention ($\chi^2(346) = 0.15, p < 0.002$)

4.5. Possible Solutions For Causes Of Teachers Turnover And Intention To Leave

Table 11: Possible strategies that help to retain secondary school teachers

No	Items	NR	VI		I		SWI		Less I		Least I	
			F	%	F	%	F	%	F	%	F	%
1	Improving salary	347	288	83.0	13	3.7	8	2.3	10	2.9	28	8.1
2	Facilitating professional development of teachers	347	253	72.9	65	18.7	21	6.1	7	2.0	1	0.3
3	Improving the disciplinary problems of students	347	180	51.9	83	23.9	57	16.4	20	5.8	7	2.0
4	Reduce administrative problem	347	198	57.1	91	26.2	21	6.1	26	7.5	11	3.2
5	Improving working environment of the school	347	244	70.3	57	16.4	14	4.0	23	6.6	9	2.6

Key: NR=Number of respondents, VI=Very important, I=Important, SWI=Somewhat important, Less I=Less important, Least I=Least important, f=frequency,

According to the result of table 11, 288 (83%) of the respondents responded that improving salary of teachers was a very important solution for retaining secondary school teachers in the study area. Similarly, 253 (72.9%) of the respondents answered that facilitating professional development of teachers was a very important solution for retaining secondary school teachers in the study area. The result also indicate that 244 (70.3%) of the respondents answered that improving working environment of the school was a very important solution for retaining secondary school teachers in the study area. Generally, 233 (67.1%) of the respondents answered that the suggested possible solutions were very important solution for retaining secondary school teachers in the study area.

The interview from sample schools' principals also suggested that if the government improved the salary, proper continuous on job training with per diem, facilitating school environment

conduction ,cover house rent and others allowances including desert allowance turnover and intention to leave of teachers decreased unless teacher turnover do not stopped. When the departure of teachers not decreased from the school it has impacts on quality of education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the major Findings

The main objective of this study was to examine the current status, causes and possible solutions of teachers' turnover and intention to leave the profession government secondary schools in East Hararge Zone, Oromia Regional State. The specific objectives of the study were to assess the status of teachers' turnover and intention to leave in the study area; to examine the major causes of teachers' turnover rate and intention to leave; to assess the relationship between demographic variables and teachers' turnover; and to examine the possible solutions for reducing teachers' turnover.

To achieve the objective of the study, the following basic questions were formulated:

1. What is the current status of teacher turnover and intention to leave in fifteen selected secondary schools of East Hararge Zone, Oromia Regional State?
2. What is the relationship of teachers' demographic variables (sex, work experience, level of education, School categories, teachers salary and field of specialization) and their turnover intention?
3. What are the major factors that cause teachers' turnover and intention to leave in fifteen selected secondary schools of East Hararge zone Oromia National Regional State?
4. What are the possible solutions that can help to mitigate the problems of teacher turnover and intention to leave?

The population of the study was included; Secondary school teachers and the principals, of secondary schools. Concerning the respondents out of 370 teachers 347 of them was included to the study by using simple random sampling (lottery method) techniques. Regarding the school principals 15 of them will be included by using purposive sampling techniques.

The researchers tried to compile the trends of three years academic (2009, 2010 and 2011 E.C) the teachers turnover in each sample schools from the interview of principals were near to the same. For example in 2009 from 333 teachers 25(7.5%), in 2010 from 370 teachers 39(10.5%) and in academic year of 2011 E.C from 393 teachers 36(9.3%) were left their schools. In other ways, from fifteen sample schools among 370 teachers 190(51.4%) want to leave their professions

The findings showed that the status of teachers' turnover and intention to leave was high; and the possible causes were inadequate salary, poor work condition, poor administrative Support, students' characters and discipline, low social recognition, and lack of opportunity for continuous professional development. The relationship between the demographic data and causers of the turnover was found to be weak and insignificant except for students' character and discipline and low social recognition given to teachers. The possible solutions suggested by participants of the study to reduce teachers' turnover and intention to leave were improving salary, facilitating professional development of teachers, improving the disciplinary problems of students, reduce administrative problem and improving working environment of the school.

5.2. Conclusions

Management of teachers' turnover and intention to leave in government secondary school is necessary because it enables the school to survive and produce quality education for the benefits of individuals and in the national development at large hence competing in the labor market of the fast changing world of science and technology. Efficiency and effectiveness competition in the labor market results from factors such stability of human resource, working competences among employees which depend on skills and knowledge. All these cannot be obtained without education, which need human resources that are teachers who are the main implementers in the provision of education. In order to manage the problem is better to know the causes or factors which lead to the problem and suggesting the mechanisms or strategies or solutions in managing the problem are keys.

The finding of the study show that inadequate salary, low social recognition given to teachers by the society, poor working condition, poor administrative support, students' character and disciplinary problem and lack of opportunity for Continuous Professional Development are the factors that this study has identified as a reasons for turnover of teachers and intentions to leave in government secondary schools of the study area. This turnover of teachers reduces the overall effectiveness of the school which leads to the deterioration of quality learning. Because, teachers are crucial to the success of students and the school, the continuous turnover of teachers will affect the students achievement and the overall school activity.

Moreover, based on the findings of this study it was concluded that age and work experience of teachers play significant role in turnover and intentions to leave in government secondary

schools in the study area. Therefore, there is need to address the need of different age brackets and work experiences in order to increase intention to stay among teachers.

Accordingly, addressing the possible solution of teachers' retention is an important concern for schools. The data from this study suggest that improvement in the condition of teaching job would bring about the desired outcome. Particularly improvements in teachers' salary, administrative support, improving working environment of the school, facilitating professional development of teachers and improving the disciplinary problems of students contribute to lower rate of turnover and ultimately enhance the performance of the school.

5.3. Recommendations

Having navigating the factors that affect teachers turnover and intention to leave in the study area, the researcher has come out with the following recommendations which should put forward and considered in order to tackle the situation:-

- i) Salary of teaches improved because inadequate salary is major reasons that teachers give to quite their job. Unless teachers are paid well they will continue to leave. It is well known that Ethiopia is one of the poorest countries in the world and it might be difficult to increase the salaries of teachers however teachers have paramount significance for the over development of the society. The government try to improve the salary of teachers'and create opportunities where teachers can get incentive in terms of their preparation,work load and experience.
- ii) The mode of payment and increment of teachers' salaries and other benefits improved by setting clear payment policies. The government should increase the salaries, forward allowances for the teachers in order to motivate them. Also, the promotion criteria/career structure criteria/ based on certain merits along with the proper salary scales allocation without any delay and biases. This implies that the promotion match with salary scales immediately after receiving a promotion letter.
- iii) Motivation and attractive packages are to be provided to the teacher who lives in rural areas. The government with its bodies ensure that there are attractive packages for teacher including teachers' allowances such as transport, risk allowance and

- responsibility allowances, loans along with paying teachers' salaries, claims and other benefits. Unnecessary delays in the payments of teacher salaries minimized.
- iv) It is also important to change the societies' low perception to teaching which results low morale and high dissatisfaction among teachers. Dealing with this perception will be a crucial part of the fight to retain teachers in the classroom because it would be difficult to retain teachers in the classroom when the majority of teachers are dissatisfied with their work as teachers. It will require sustained public education by the government and concerned bodies to counter the wrong perception not only among teachers but equally, among the public in general.
 - v) It is also recommended that, good supply of teaching and learning materials and improvement of teaching environment can be used as a strategy in order to remove or minimize teachers' turnover and intention to leave.
 - vi) The important role and contribution of teachers to the development of the nation realized and recognized by the government and other stakeholders. This will be manifested through the responsiveness of the government towards teachers' rights, needs and claims. By doing so, it can reduce teachers grievances and complains hence reduce the turnover rate of teachers from government secondary schools.
 - vii) Generally, the researcher recommended that, community involvement emphasized since most of these schools are expected to be run by the community around. This will reduce the gap between communities around the school, hence enhancing community support and build relationship between the teachers and the community.

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APPENDIX-A
JIMMA UNIVERSITY

COLLEGES OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A. Questionnaire

These Questionnaires will be filled In Oromia Region Eastern Hararghe Zone in Fifteen Secondary schools of Government .

Dear Respondents

First of all I would like to thank in advance for your cooperation and dedication to answer the questionnaires. Dear respondent the purpose of these questionnaires are to gather adequate and relevance data on teachers' turnover and intention to leave on fifteen selected secondary schools in East Hararge Zone, Oromia Regional State, so your responses are a vital for the success of the study. Thus, you are kindly requested to be read all questions and fill the questionnaire with genuine responses. For more understanding, the information and response gathered through these questionnaires will be used only for academic purpose and treated with confidentiality. I hope, completing the questionnaire will be finishing a few minutes and your kindly assistance, genuine and timely respond is crucial for the study.

General Information

- a. Read all the questions before attempting to answer the questions
- b. There is no need to consult others to fill the questionnaire
- c. No need of writing your name
- d. Put '√' mark in the box or in front of the given alternatives
- e. There is nothing right or wrong answer here and rather what is required is to show the level of your personnel belief to each item
- f. The information you give kept confidential and used only for this study.
- g. Please write short answer in the space provided for questions that require your explanation

Part one. Background Information

Instruction: please indicate your answer by choosing from the given alternatives, marking a tick "√" or writing where it is necessary in the space provided.

1. Gender: Male female
2. How long have you worked on teaching learning processes
Below 5 years 5-10 years 11-20 years above 20 years
3. Subject area :Natural Sciences Social Sciences
4. Level of education: Diploma 1first Degree Masters Degree
5. What is the category of your school: Rural Urban
6. Monthly salary: Less than 4000 4001-5000 5001-6000
Above 6000
7. Name of your school_____
8. Do you plan to stay in the teaching profession? Yes No undecided
9. If your answer to question No.10 is 'Yes', write your reasons?

10. If your answer to question No.10 is, 'No' why do you want to leave?

Part Two: Possible Causes of Teachers' Turnover and intention to leave

Section one

Direction: In the following Table, some of the possible reasons that make secondary school teachers decide to leave teaching are listed. Please indicate your opinion by putting "√" mark in the box in line of each item. The choices range from strongly agree to strongly disagree .Key: 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

No	Statements	5	4	3	2	1
1	Inadequate teaching salary					
2	Inadequate salary increment					
3	Teachers' income is insufficient to meet their financial obligation to support their family					
4	The teacher career structure and salary scale					
5	Inadequate instructional materials					
6	Classroom conditions are poor					
7	High workload					
8	large class size					
9	Insufficient school management support					
10	Unfair promotion opportunity					
11	Absence of participatory decision making on the teaching learning activity					
12	Unfair treatment of teachers by school principals					
13	Delays in career structure promotion implementation and salary adjustments					
14	Teachers' performance evaluation is not on the basis of teaching learning activities					
15	Students disciplinary problems frustrate teachers in the school					
16	There is often physical violence against teachers from students					
17	Students' disregard for doing homework					
18	Students cheating during examination					

19	Teaching as a profession has low socio-economic status in general					
20	Secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification					
21	There is lack of recognition & respect for secondary school teachers by friends in other occupation					
22	There is lack of recognition and respect for secondary school teachers by students and parents					
23	There is low level of recognition for secondary school teachers by government officials					
24	Opportunity for professional development is minimum					
25	Selection of teachers for professional development opportunity is unfair					

Please specify if there is another reason that can possibly cause teachers' turnover and intention to leave _____

Part Three

Direction In the following Table, some of the possible strategies that help to retain secondary school teachers are listed. Please indicate your opinion by putting "√" mark in the box in line of each item. The choices range from strongly agree to strongly disagree .Key: Key: 5=Very important 4=important 3=somewhat important 2=less important 1=least important

No	Statements	5	4	3	2	1
1	Improving salary					
2	Facilitating professional development of teachers					
3	Improving the disciplinary problems of students					
4	Reduce administrative problem					
5	Improving working environment of the school					

Please write other strategies that help to minimize teachers' turnover and intention to leave which are not included in the above list _____

B. Interview

1. How do you see the commitment of teachers for their profession?
2. What are the trends of teacher turnover in the selected schools?
3. What are the major reasons that make the teachers leave or move from the school?
4. Who intends more to leave or move from the school in terms of sex, age, field of specialization, qualification and work experience?
5. . Number of teachers in your school _____
6. At least how many teachers leave your school in a year? _____
7. What should be done to minimize teacher's turnover from secondary schools in Eastern Hararghe Zone, Oromiya region?